**Lesson Planning Template** **Name**

**Subject/Topic/Grade Level**  Language Arts/Social Studies/Dr. Martin Luther King’s “Dream” speech/writing a speech/grade 7/8

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| **Standard(s)/Objective(s)/Aim(s)**:  Interpret abridged copy of MLK’s “I Have a Dream” Speech  Examine and emulate figurative language in “I Have a Dream” Speech  Compose and deliver speeches that address a wrong or injustice they see in society | | |
| **Big Idea**: Words have power. Carefully selected words have even more power! Carefully selected, beautifully merged words can move a nation! MLK’s speech is a perfect example. Unpacking the figurative language he uses can be a challenge-but a challenge well worth it. We can borrow his techniques to affect our own changes. | | |
| **Facts or Skills**:   * Comprehending the meaning of the speech one section at a time * Writing a speech * Delivering a speech | **Concepts**:  Understanding how these uses (figurative language) enhance the overall effectiveness of the speech | |
| **Level of fluency needed**:   * Automatic   X With think time   * With cues | **Background knowledge and other skills**:   * Familiarity with figurative language * Understanding of the time frame and context of the speech | |
| **Strategies for Practice/Support**: | **Strategies for Instruction:** | |
| * Examine text in four portions – one at a time, finding key words and summarizing * Doing first two sections whole group, third section – small groups * Read text aloud to students (all sections) | **Concrete Processing** | |
| **Desired Outcome**  Hear fluent readings of the speech | **Strategy**  Listen/watch speech |
| **Representational Processing** | |
| **Desired Outcome**  Comprehending the meaning of the speech | **Strategy**  Analyzing sections, identifying key words, writing 2 sentence summaries using the key words |
| **Abstract Processing** | |
| **Desired Outcome**  Emulating figurative language as powerful tool | **Strategy**  Writing own speech using figurative language |
| **Management of practice of facts and skills:** | **Structure for Learning Activities** | |
| Work plan checklists | Whole group:   * listening to whole abridged speech read aloud * watching/listening to parts of actual speech from 1963 * analyzing first two sections * Locating and identifying figurative language from part one   Small group:   * Analyzing 3rd section * Locating and identifying figurative language parts 2-4   Individual learning:   * Analyzing 4th section * Writing own speech | |
| Time period: 3 weeks |
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| **Ongoing assessment tool**:  Study sheets for each section, observation during class discussions | **Design for product or performance:**  Analysis of speech as a whole  Composition of speech | |
| **Criteria for monitoring progress (targeted skills**): | **Criteria for exemplary product or performance:**   * 5-10 minutes in length * Clearly defined opening, body and conclusion * Clearly defined thesis (main point) * Use of supporting examples to support thesis * Use of figurative language * Use of oratorical devices such as refrain and hyperbole * Clearly expressed goals (legal reform; public awareness; etc.) | |
| **Notes:** | | |